PROPOSED STRATEGIES FOR DEALING WITH RACE RELATIONS PROBLEMS

I. Retention Issues

A. Faculty-Student Relations

1. Strengthening advising program for educationally disadvantaged students involving faculty and staff as well as deans. Proposed that the Dean of Student's Office ask for volunteers from faculty and staff.

2. Greater faculty supervision of students with academic problems.
   1. Early identification-getting to tutoring
   2. Advisers should take initiative in contacting ~~Advisees~~ Faculty Members.
   3. Advisers should be notified as soon as possible of their advisees courses when there is reason for concern.
   4. Tutoring-more of it free (review program)

3. Use J.C.s and Frosh H.D.s in facilitating communication between "Risk" students and faculty members.
   -Greater use of "Student Advisers".

~~X~~ 4. List of freshmen and advisers to all faculty.

5. Article in Campus on ~~difficulty~~ difficulty Faculty have in contacting students and staff and students approaching faculty ~~and~~ for help. (Gary)

6. Pre-enrollment program:
   a. Diagnostic
   b. Orientation
   c. Remedial

   Length of faculty involvement if longer calendar

7. Fund high school students for 5th high school year (if for example an athletic admission.

8. Involve parents of black and Hispanic students — Parents weekends, Trustees, etc.

DRAFT



III. Admissions

1. Prospective students visit in fall rather then winter?
2. Invite High School counselors.
3. Arrange meeting with summer language students re. recruiting.
4. Update and distribute course listings with content and readings re. black issues.

IV. Faculty Recruiting

1. Go to professional black recruiters.
2. Faculty exchange with Black Colleges.

# P R O B L E M S

## (INSTITUTIONAL)

1. Recruting Black faculty, Administrators and Students.
2. Retention of Black Faculty, Administrators and Students.
3. Evaluation of "risk" admissions program.
4. Race relations awareness education.
5. Grading of educationally disadvantaged.
6. Recruiting Black science students.
7. How to: Add minority staff and faculty with power and longevity.
8. Clarifying our goals re: minority life here.
9. Decision on amount of effort and $ to be spent on minority matters.
10. Faculty-Staff exchanges.
11. How to retain our minority students?
12. Administration policy vs. special treatment.
13. Number of minority faculty.
14. Money allocations.
15. Trustees.
16. How do we influence faculty (curriculum) when they are in charge of "their" turf.
17. Working with other colleges/universities.
18. Are their special health needs our Infirmary should and can be aware of.
19. Can we work more effectively with minority parents?
20. Not enough faculty/student recruitment effort, esp., admissions.
21. No clear curriculum resource.
22. "Image" and programming problem (BSU as exclusive).
23. Adequate salary and tenure.
24. Attitudes of decision makers.
25. Careful evaluation of Pre-Evaluation-Program.
26. How to make staff aware of problems - how they perpetuate the problem.

# P R O B L E M S

## (INSTITUTIONAL-CON'T)

27. Bring summer school into conversation.

28. Limited number of minority faculty - narrow and traditional "search" approach.

29. Perception of Middlebury as particularly homogeneous - both on campus and off.

30. Background of faculty not diverse enough to produce particular sensitivity.

31. Student participation in curriculum development?

32. Rooming policy - integrate - segregate?

33. Prejudice against certain groups in admissions ( eg. fat, wealthy, athletes).

34. Role models for minority groups.

35. Assumption by students and faculty that all Os are alike.

36. Double standards / $vs. integrity in Admissions & Alumni/Development offices.

37. Burdens (socio/emotional;Academic/Administrative) on Black Faculty.

# P R O B L E M S

## (PERSONAL)

1. Other peoples reluctance to get to know me.
2. Condescension toward minority groups (Os).
3. How to be friendly with Blacks without being condescending.
4. Trying to change my personality in order to "fit in."
5. Difference in Educational background and training - perception of distance and perception of lack of understanding of social and cultural background.
6. Difficulty of making "legitimate discriminations" vs. Black Students repercussions in student community.
7. Criteria of Evaluation - General vs. particular (issues of effort, improvement, background).
8. Keeping general social values from getting in the way of immediate, individual situations and relationships.
9. How to say "you're aiming too high" w/o appearing to generalize.
10. How am I part of the problem?
11. Is my course raising issues relevant to the disadvantaged student?
12. How encourage Black Students to seek academic help?
13. Should I grade all students on the same scale?
14. Hostility: Student to white adult.
15. Pressure (expectations) as I am identified as a "sensitive" white person.
16. Use of color as a manipulative device - student vs. administration.
17. Immediate assumption of perjudice.
18. How do I make counseling services more available to minority students.
19. How do I convince someone (black)that I am not a racist?
20. Feel as "outsider."
21. How to establish credibility.
22. How to obtain "openness."
23. Why students won't come for help.
24. Special treatment vs. condescension.

# P R O B L E M S

## (PERSONAL-CON'T)

25. How do I "connect" with a monority student?

26. What do I do with my feelings of anger, frustration when I hear about racist behavior of comments of my colleages, institution?

27. Can I get a minority student to "level" with me? How?

28. How much is racial difference <u>really</u> a concern in bi-racial counseling?

29. How to get confidence of Black Students, i.e., more communication.

30. How to avoid condecension.

31. Stereotyping.

32. How to understand risks of trying to be accepted.

33. Clean up offensive language ("mp" - minority poverty category; "risk") How to cope with Black's "rude, disrespectful behavior" as white administrator?

34. Can I be sensitized to situations that are offensive to minorities?

35. How can I help - is there more I could/should be doing.

36. Ways of penetrating - affecting colleagues.